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ABSTRACT

A study was made to determine what developmental tasks typify life stages and how schools have used these tasks and their "teachable moments" to increase employee receptivity to staff development. Data came from a review of adult development and staff development literature, observations of innovative staff development procedures used by school systems throughout the United States and Canada, and discussions with providers and receivers of new staff development procedures. The study found that developmental changes do occur across the lifespan and that, as a result, adults at different ages deal with different developmental tasks and issues. Staff development interventions addressing both individual developmental needs and school goals have been put into place in school districts and have been found to be rewarding. Such staff development tends to produce higher levels of enthusiasm and productivity. The specific innovations employed depend on the needs of the employees, the school facilities, school goals and priorities, and the comfort zones of staff developers. Staff development includes such varied techniques as counseling, support, improving school climate, helping people leave teaching, giving staff decision-making power, workshops, and daily listening and concern. The study concluded that staff development means the daily process of helping each employee to maximum growth; knowledge and ability to work with life changes is essential to meeting the needs of school staff and fostering growth. Further research is needed to determine the needs of adults at each age span and to develop the activities that will be most beneficial at each stage. (KC)

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MOTIVATING EXPERIENCED SCHOOL PERSONNEL: CAPITALIZING ON AGE-APPROPRIATE TASKS

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In 1915 Alfred North Whitehead (1949:166) said, "Our problem is, in fact, to fit the world [of teaching] to our [teachers'] perceptions, and not our perceptions to the world." Others have reiterated ad nauseam Whitehead's call for recognition of teachers' perceptions of need when planning professional development (Combs 1978; Hunter 1985; Knowles 1980; Lambert 1985; Mitchell 1968; Rutherford and Weaver 1974; Weber 1942). Some of today's most popular staff development approaches demonstrate sensitivity to teachers' views of reality. They call for teacher commitment and input. They involve teachers in planning, move slowly in phases, and use clinical supervision to establish mutual need. Why, then, do schools call in consultants to work with staff developers, administrators, and teams to foster understanding of adult learning and development? Why do they complain that they still cannot get teachers to "buy-in?"

Davies and Armistead (1975:64) suggest an answer:

> To guide teacher development efforts effectively, whether personally or collectively ... it is important to have a comprehensive grasp of the complex forces bearing upon each person -- and the potency of those forces. Without such a grasp ... time and money can be expended on narrow aspects of the total problem, often overlooking forces so powerful that they determine the outcomes in advance.

Support for the complexity of these forces emerges from research showing that the environment, roles and relationships, personality, past experience, development, physical needs, and learning variables all affect receptivity to professional development (Krupp 1982). This paper will discuss one of these factors: development.

Adult developmental research reveals that normal life changes affect such things as relationships, rigidity/flexibility, career orientation, sense of self, perception of time, ability and desire to help others, reality view, meaning in life, and professional development (Baruch, Barnett and Rivers 1983; Gould 1978; Krupp 1980; Levinson et al. 1978; McGuigan 1980; Neugarten 1968; Scarf 1980). This raises two questions investigated by this researcher:

1. What developmental tasks typify specific life stages?
2. How have schools utilized these tasks and their teachable moments (Havinghurst 1972) to increase employee receptivity to staff development, productivity and enthusiasm?

DATA SOURCE

Data came from four sources:

1. An in-depth review of the adult developmental literature from 1950 to the present.
2. A thorough investigation of the staff development literature from 1960-1985.

3. Observations of innovative staff development procedures used by school systems throught the USA and Canada.
4. Discussions and interviews with providers and receivers of new staff development procedures.

METHOD

Between 1979 and 1985 this investigator conducted both literature reviews; consulted for more than 500 school systems throughout the USA and Canada; recorded informal observations of staff development procedures that took into account the developmental needs of recipients; and had discussions and held interviews with many program originators as well as recipients of the staff development interventions. The researcher kept a log of comments and observations.

Data was treated phenomenologically to isolate invariants, or themes, and essences, that which transcends all the data. Since readers may not have familiarity with this research methodology, this paper will describe the three step process:

1. Step one demands a straightforward delineation of the actual, objective (noema) staff development experiences involving awareness of life cycle changes and the way both the planners and receivers of those experiences reflect on them (noesis). A natural attitude, one that simply accepts things at face value, permits the meticulous identification of these noema-noesis correlations. It requires an attitude of epoche. Epoche is a standing back from our regular ways of looking and a setting aside of our usual assumptions. A sense of neutrality or suspended judgment (bracketing) concerning the reality or non-reality of the situations results (Ihde 1977).

2. Step two uses the phenomenologic attitude, an attitude requiring epoche, to expose the original perceptions to free variations. These variations permit the researcher to examine the perceptions for all perceptive and imaginative aspects (Lauer 1958). Free variation exposes the staff development program and feelings about that program to all its possible causes. Epoche or phenomenologic reduction is the name for the state of mind, one that brackets the researcher's biases to the greatest degree possible, required to allow all possible views of the noema-noetic correlate. The researcher, for example, must practice horizontilization: the rigid adherence to the equivalency of all the data. When, for example, a teacher said staff development was unnecessary for him and also said that the topics were poorly chosen and the presenter was a bore, then horizontilization requires that the investigator consider all three pieces of information equally. Ultimately through bracketing of past concepts and the use of such reductive levels as horizontilization the perceptive data reveals its themes or invariants (Ihde 1977).

3. An eidetic investigation is now in order to find the identical elements in all the invariant themes: the essence (Zaner 1970). Essence is "that which remains identical in all possible variations of that which is being investigated" (Lauer 1958:59). Eidetic reduction, the same process that was used for revealed perceptions, is now used for the invariants. One additional variable comes into play in this part of the method. Not only strict variation and analysis of themes takes place during eidetic reduction, but the investigator uses his or her intuition. Intuition is the product "of a rigorously rational process" (Zaner 1970:85). It requires hard thematic evidence gained with the reductive attitude. The researcher experiences the "itself-presentedness" of the idea in question. Essence is inconceivably otherwise (Zaner 1970). "Intuiting, he [the researcher] gives depth and universality to the concrete phenomenon that is 'bodily present'" (Van Peursen 1972:42). If more than one essence emerges, then eidetic investigation searches for the interrelationships among the essences (Zaner 1970). Such interrelationships tend to manifest the universal truths revealed by the data.

The investigator, while doing this phenomenological analysis, knew she has a residue of self beyond which reduction cannot go. Awareness of those remnants helps prevent the non-bracketed being from constricting those essences revealed by the data.

Most research starts either with hypotheses to test or a null hypothesis. In a phenomenologic analysis hypotheses represent a bias and lack of bracketing. Instead, consider the phenomenologic analysis as a funnel - wide at the top and narrow at its base. All objective occurrences and their subjective effect feed in at the top. They reveal themes in the middle of the funnel, and at the bottom one or two essences emerge.

RESULTS BY AGE: NOEMATIC-NOETIC CORRELATES

This results section will not attempt to delineate all the developmental tasks of a given age, but only those that typify a given age and have received consideration during staff development. These represent the noema. In addition, the results include the noetic correlate, or feelings of the program originators or receivers about the effect of the staff development intervention.

Ages 17-28

Although adults 17-28 establish a first stable adult life structure, they need to keep their options open (Levinson et al. 1978). Staff members in their twenties commit tentatively to their career. Males new to teaching express doubts about the viability of teaching as a lifelong career, while females say their commitment to teaching depends on such variables as whether they marry, have children, or whether their husband's job requires a geographic

change. New teachers, regardless of gender, ask "Can I do it?" and "How do I do it?" (Fuller 1974; Hall and Rutherford 1974; Krupp 1980). In addition people in their twenties tend to hide their self-doubts and try to follow the "shoulds and oughts" of adulthood as they seek fulfillment of their dream. They often seek mentors who can help them achieve dream fulfillment (Neugarten 1968; Levinson et al. 1978).

Two staff development projects demonstrate responsiveness to the need of young adults to understand the shoulds and oughts of society and gain support for the dream. A regional inservice center in Connecticut established a new teachers support system. They assigned a peer pal to each new teacher. Administration agreed to provide time for the training of the peer pals, for interaction between the new teacher and the assigned older teacher, and for workshops involving new teachers and their peer pals. During the summer experienced teachers learned about the need to demonstrate transparency (Jourard 1971) and to encourage honest discussion about self-doubts. They also received training, in means of supporting the teacher's dream and in helping poor teachers out of teaching. In most instances the experienced personnel said they felt respected and prized. They enjoyed sharing their knowledge. The new teachers liked having someone to whom they could go for help and said they felt comfortable doing so. Fewer self-doubts remained hidden with these young persons.

In both an elementary and a junior-senior high school a mentoring project brought similar subjective opinions. The program lasted a full year. First, the presenter discussed mentoring as a means to growth, rather than an admission of a defect. Second, workshops on adult development, stress management, problem solving/decision making, and communication were presented throughout the year. Participants enrolled as their own perceived need demanded. Third, socialization among staff members received emphasis through pot luck lunches, birthday parties, Thursday nights at the local pub, and family get togethers. The researcher documented an increase in mentoring relationships throughout the year. Proteges (younger persons) felt their mentoring relationships met their individual needs. Mentors gained friendships, a sense of worth, and the realization that others wanted to listen to them. Teachers said, "I couldn't have gotten through the year without the emotional support this program gave me." "My mentor supported me through my first year. She showed me the ropes, especially with the cliques in school." and "My mentor helped me through a bad divorce."(Krupp 1985b)

Staff developers have recognized the tenative nature of the job commitment and have tried to keep good people from leaving education. A junior high science teacher in Connecticut expressed his frustration to whomever would listen. He felt he had good ideas, but received no support for them. Although he loved teaching, he talked about going into the private sector. The teacher's center director "heard" the teacher's frustration and arranged for him to get a mini grant to build a wind tunnel.

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Teachers from around the state came to see his tunnel. He wrote an article for a local journal about this special project. He felt good about himself. Instead of leaving teaching he has become a department head.

The same teacher's center arranged visitations for teachers. Teacher center personnel report renewed enthusiasm in those who made the visitations. A similar sense of renewal also occurred when young teachers in a Pennsylvania school system received funds to attend national meetings.

Ages 28-33: Age Thirty Transition

At each life transition questions of individuation surface. Jung (1971) defines individuation as the process by which one discovers the self and the way the self and world interpenetrate one another. By the end of the lifespan totally individuated persons know themselves and have integrated that self in the world in a personally satisfying manner.

Age thirty transition people sometimes express shock because they reached thirty in a hurry and can no longer call themselves young (Levinson et al. 1978). Questions of identity and purpose arise. They must make hard decisions and face difficult truths. Some persons realize their mortality while others wonder how they can bring present and future goals into accord with youthful ideals (Krupp 1981, 1983, 1985). As the provisional structure established in the twenties becomes permanized, these people carry on a self-centered search for inhibited parts of the self (Bardwick 1980; Levinson et al. 1978; Gould 1978). Discovering those restrained parts and allowing them to burst forth often causes the disquietude so characteristic of this transition.

Men and career women raise questions of individuation focusing on career commitment (Levinson et al. 1978). They ask questions such as, "Did I choose the job or fall into it?" "What is my future here?" Does the job bring challenge, success, self-realization, fulfillment, money?" "Am I willing to risk a change and if I do, will my family support me?" "What else have I always wanted to do?" (Uris and Tarrant 1983). Men and some career women establish themselves on the bottom rung of a psychosocial career ladder and spend the thirties climbing that ladder to reach their own idea of success (Levinson et al. 1978).

Women question all aspects of their identity. The single woman may wonder whether or not her identity includes marriage. The married teacher may have her first child. The married woman at home with children may return to teaching. Each asks, "Which roles represent the real me?" The career-family duality surfaces. Women ask whether they can have a career and family. If they have both they wonder "who will do what, when?" (Bardwick 1980; Bernard 1981; Stewart 1977) For the first time many women at age thirty transition establish an independent dream (Stewart 1977). Guilt often accompanies the dream, because our society teaches good girls

to care about others and not about themselves. Slowly women realize they cannot give to others what they do not have themselves. They must include themselves in the ethic of care. The combination of the search for identity with the societally-induced admonition that the investigation stems from selfishness results in a transition of major proportions (Gilligan 1982; Michaels 1982).

In a marital relationship each is so selfish that each denies the other the right to be selfish (Krupp 1981). Conflict results. The divorce rate at age thirty transition escalates to a higher level than at any other single period across the lifespan (Sheehy 1977).

Recognition by staff developers of the personal and professional upheaval inherent in this transition has resulted in the integration of counseling or employee assistance programs into the staff development domain. One Connecticut school system has had a counseling firm on retainer for use of school personnel since 1978. The plan emerged from a cooperative venture between central office, administration and the union. Those responsible for the program have documented decreased absenteeism and increased productivity by school employees. Many Minnesota, Manitoba, Michigan and Illinois districts or schools have employee assistance programs that age thirty transition adults frequently use, especially conflicted women and males seeking career counseling. Teachers comment that friends who have used the facility seem less stressed. Those who used the EAP say it "helped me through a divorce," "gave me the strength to put my mother in a nursing home," "made me more assertive," and "gave me the insight to see that I really do like teaching, but don't like this new school." School counselors throughout the country have complained to this investigator that they spend a great deal of time counseling staff members, time they need to work with students. They find school personnel very needy. These counselors often express the desire for formalized employee assistance.

Many teachers have told this investigator that they feel guilty because they think their age thirty conflicts intefere with their classroom effectiveness. Yet, they will not go for counseling because they do not believe their problems warrant professional help. They say, "I can handle it." These same people will attend an academic presentation, even one that utilizes counseling concepts. Many feel better about themselves when they attend a workshop on life cycle changes, for example, and find out they are "normal." Age thirty transition women appreciate workshops on assertiveness and other stress management techniques. They comment that "it is so good to have something just for us."

Males and career women at this age often seek career counseling or advice. Principals report that men at this age frequently ask about the pros and cons of administration. One principal capitalized on a man's career questioning to counsel a poor teacher out of teaching and into computer programming, the teacher's real love. By so doing the principal created a staff opening and hired a good teacher. The principal responsible for creating this win-win

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situation had had counseling courses in graduate school, knew how to actively listen, and openly acknowledged his belief that professional development often requires helping people to leave teaching. What better age to do so than when the individual questions his career commitment?

Two administrators in New Hampshire felt conflicted at this age about the career-family duality. Career gave them a sense of mastery and family brought pleasure (Barnett, Baruch and Rivers 1983). They wanted both. They wrote and submitted a proposal to the school board requesting permission to share the administration of a school. Their proposal received approval. The school and students benefited since each worked more than half-time, and the two administrators felt better because they had more time to spend with their family. The investigator has heard similar stories throughout the USA and Canada from teachers, directors of a YWCA, and secretaries. Parents report that their children like having two teachers. The children say it makes it "more fun." Research on permanent part-time and shared teaching support these subjective reactions (Olmstead and Moorman 1983).

In Canada two respected administrators asked permission to share the administration of an elementary school. The board denied the request. Three years later one has left teaching and the other administrates full time. The one who became a principal continues to feel a family-career conflict, but says she has worked out most issues. The one who left teaching feels good about her family relationships, but misses the job. The superintendent feels her replacement lacks some of her capability. Education lost a good administrator, at least temporarily.

In schools in Germany teachers come into school in time to teach and leave when they've finished with their obligations. This flextime permits age thirty transition teachers to integrate the career-family duality. They enjoy the variety in their schedules and the opportunity it provides for time with family. Industry has recognized the advantage of flextime in helping personnel deal with the career-family duality (Marks 1983). Yet, teachers throughout the country continue to complain to this investigator about the inflexibility of school schedules and meeting times.

Ages 34-39

Men and career women seek advancement during the thirties. Those seeking advancement experience ambiguity as they try to gain approval by meeting the needs of others. Ambiguity makes them anxious. They, therefore, look for stability somewhere else in their lives (Levinson et al. 1978). Single career women create stablility by doing such things as buying a house or establishing a routine. Men seek stability at home, just when women expand their options (Bardwick 1980; Bernard 1981). Women who have remained at home may return to teaching, volunteerism or school. Female school personnel may expand their options by leaving education for industry and/or having children (Krupp 1983). Men may feel apprehensive because

stabilitity seems elusive, so they accommodate (Levinson et al. 1978). A married couple might accommodate by remaining so busy they have no time to talk, thus preventing disagreements. A school administrator might gain stability by denying teachers the opportunity to try something new, thus maintaining the status quo.

By ages thirty-eight or thirty-nine men and career women BOOM, (Become One's Own Man). They become senior, respected educators. Just as people seek their advice, these men and women begin to wonder if this is all there is to life (Gould 1978; Levinson et al. 1978). Dream success (assuming he or she reached his or her dream) did not eliminate problems. He still has to pay the rent, help her widowed mother, and help his daughter with college decisions. Men and career women gradually become aware that "when you get there, there is no there, there" (Chew 1977). The time has come to de-illusion, or remove illusions from life goals. For many the hardest illusion to dispel is the belief that success solves all problems. They query their future directions.

Women BOOP (Become One's Own Person) as they live out the identity over which they agonized earlier. Their dream has a greater reality base than that of their male counterparts, for they created it more recently, at age thirty transition. They do less de-illusioning. By the early forties women feel better about themselves than they have ever felt. They want to do the things they value. Men and women begin to order priorities within a time frame now perceived as time left to live rather than an endless expanse of future possibilities (Neugarten 1968; Neugarten & Gutmann 1968).

School personnel function under tremendous stress in the late thirties. They question all they have and have not accomplished. A school psychologist in Massachusetts arranged an informal group called "Out of a Rut." School personnel entered or left the group as need demanded. Those who attended said they received support and help with a problem. They realized others cared. The superintendent felt the school climate improved.

This investigator has found that a single workshop presented on stress management or the change process frequently mushrooms into a long-range series. Many people in their thirties choose to participate. They find the workshop series a pseudo-group: an opportunity to gain counseling within an academic sphere. They leave saying they have found other people in the school to whom they can go with a problem, feel better about themselves, and experience less internal conflict when teaching.

Support also occurs in schools where the principal creates a norm of openness and honest communication. These administrators share their concern about a personal illness, problems with children, inability to handle certain situations, and likes and dislikes. Teachers respond with more mentoring (Krupp 1985b), open doors, willingness to help one another and share ideas, and more hugging. This researcher has experienced two such schools -- one in Connecticut and one on Long Island. They "feel" good. The teachers

in the schools create support systems for one another, thus minimizing the stress of the late thirties.

Staff developers have also recognized and addressed the need for stability at this age. Programs for presentations include objectives and the workshop evaluations revolve around those objectives. Sessions start and end on time. When workshops extend beyond the designated hour, they stop at the normal time so those who must leave may do so without feeling uncomfortable. Then the workshop-after-the-workshop continues for those who wish to remain. Participants often say, "I planned to leave, but find the content so meaningful that I have changed my plans." Choosing to stay minimizes the stress of ambiguity created by role conflicts.

Staff development programs also demonstrate responsiveness to the need for expansion. One teacher center in Connecticut organized a fair. Teachers set-up exhibits of their innovative ideas. Others went from booth to booth. A booklet of new ideas that listed the names of the originators of the innovations resulted from the fair. Teachers said they felt respected and that it gave them a chance to share with others. One teacher expressed it this way, "I didn't think anyone would really care about my stuff, but they did!" In Massachusetts a principal encouraged a woman in her late thirties to try her hand at outdoor education. She loved it and expanded her curricular interests into nature. In Pennsylvania a teacher received support when she suggested a different scheduling procedure for the high school. She tried it and enjoyed the challenge so much that she now schedules the school for the administrator.

Some schools have inadvertently provided opportunities for expansion when forced to close schools. Involuntary transfer occurred. Those transferred demonstrate more reflection and enthusiasm, enlarged perceptions of student develoment and district needs, more dialogue and sharing with staff, and less likelihood of leaving teaching. On the negative side these people feel low morale, concern about the extra preparation and travel time, and less awareness of the appropriate ways of communicating with the new school community (Beam 1981; Hannay and Chism 1986). Teachers in a school district in Connecticut expressed positive feelings about involuntary transfer because the administrators asked teachers where they wanted to go and honored those preferences. When they could not accommodate a teacher's choice, they requested that the teacher come in and talk about other options. In Michigan a peer-pal support system for those involuntarily transferred helped teachers expand their options into new schools. Support came from two trained sources: a teacher in the new school and a teacher who had already been through involuntary transfer. In both the Connecticut and Michigan districts teachers perceived involuntary transfer as a means towards expansion and growth. This investigator has heard many teachers of all ages complain bitterly about involuntary transfer when it first occurs, but six months to a year later they make comments like: "It was the best thing that happened to me." "Boy, have I learned a lot." and "It was tough, but I grew."

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Districts unresponsive to the needs of the thirties person do exist. One principal proudly announced to this investigator that she denied permission to a teacher, aged 35, to go to have her daughter's hand x-rayed in lieu of coming to a staff development session. The principal told the teacher to attend to the problem with her daughter after the presentation. Although the principal carried out the interchange privately with the teacher, tension permeated the school. During the presentation people read, graded papers and knitted.

Ages 40-47: Midlife Transition

Once more adults individuate, redefining the self in relation to the world as neglected parts of the self seek fulfillment (Gould 1978; Jung 1971; Levinson et al. 1978; Vaillant 1977). They question their losses and wonder if they can maintain their successes. Some develop a prime of life alienation characterized by recognition of one's own aging, fear of obsolescence, dwelling on past aspirations, worrying about the future, and wondering what it all means (Gould 1978; Uris & Tarrant 1983; Vaillant 1977). Some express concern about whether they can maintain family relationships with the nest emptying, wives returning to work, husbands feeling midlife stress, and parents aging. Others question career. Those who reached their goals ask, "Is this all there is?" Adults who did not attain their dream wonder why not. In both cases males and career women question time spent pushing careers at the expense of family and self. As neglected parts of the self seek fulfillment women who previously focused on family may return to work with great enthusiasm and eagerness; men and career women may want to spend time with family or hobbies and may consider work simply a financial necessity (Gould 1978; Krupp 1980; Levinson et al. 1978; Vaillant 1977).

Forty-sixty year olds often experience disillusionment, especially those who have accomplished their dream and wonder why they do not feel fulfilled. Disillusionment occurs in stages, beginning with malaise, uncertainty and unfocused unhappiness and moving to a feeling of lack of control over events, suspicions about unfair treatment, questions about goals, pessimism about the future, thinking everyone views "me" as a failure, and finally inability to relate to others or work. Some of these people become on-the-job retirees. They live for time after work, reminisce, may prefer not to take a promotion, have an unpredictable sense of proportion, and daydream. Their real problem stems from a lack of involvement and direction (Uris and Tarrant 1983). These personnel might say something like, "Why try that? We tried it ten years ago and it didn't work then and won't work now." They waste time, smoke, drink, irritate others with disagreements and fights, or complain about boredom.

Midlife adults face their own mortality as they realize their youth has passed, but they still have many years left to live. Well adjusted people find a way to integrate aspects of their youth into the aging process. A teacher, for example, might supervise a dance

group rather than actually dance.

Adults who acknowledge their mortality redefine success and determine their legacy. Success in the first half of life had a product orientation. Success meant goal achievement. Yet, "making it" did not solve life's problems and so success in the second half of life becomes a process: the quality of an experience determines its value. Wasted time means wasted life! Older personell will now complain when experiences lack meaning. They will not knowingly allow leaders to waste their life. Legacies answer two questions: "What do I want to leave?" and "How do I want to be remembered?" (Levinson et al. 1979; Krupp 1983, 1985) Some want to make their mark by exciting children, others through their hobbies, and still others with their families.

Erikson (1959, 1963, 1982) describes midlife as a time when the generativity-stagnation duality reaches ascendancy. Self-absorption characterizes stagnant individuals. Generative adults give to others without expecting anything in return, because the act of giving brings self-satisfaction. Persons dealing with generativity may also struggle with the destructive-creative duality (Levinson et al. 1978). People who acknowledge their destructiveness recognize the tragic nature of life (Jacques 1965): no matter how hard one tries not to err, mistakes will occur. Generative people who accept their own destructiveness make ideal mentors. These people understand when others fail, because they know that they too have made errors (Krupp 1985).

In the second half of life males become more nurturing and females more assertive (Krupp 1980; Livson 1976; Levinson et al. 1978). Men seek ways to help others. Women express their desires. Women assert both in their personal and professional lives, but men often find no one at home to nurture.

Men and career women spend ages twenty-forty emphasizing career. They do little self-investigation. Aging, career dissatisfaction and mortality issues create a need to know the self. For many this initial internal investigation brings as much trauma as did adolescence. Some blame others for characteristics within themselves that they do not like, rather than accepting responsibility for themselves. Misplaced aggression and hostility often result (Levinson et al. 1978; Uris and Tarrant 1983).

Women spend the first twenty years of adulthood seeking self-knowledge. They find midlife difficult, but not the major transition experienced by males (Bardwick 1980).

Previously discussed examples of staff development relating to employee assistance, counseling, support, mentoring, and respecting time constraints apply to the midlife adult. They will not receive further treatment in this paper.

Staff developers have tried interventions addressing the early stages of disillusionment. One principal in the maritime provinces

of Canada tried to eliminate malaise and unfocused unhappiness by giving positive strokes, involving teachers in planning, listening to and respecting the opinions of others, and by having birthday parties for each and every employee. He expressed astonishment at the sense of "renewal" among staff. Staff members asked him, "What happened to you this summer that you've changed so much?" A principal in Nova Scotia empowered his teachers by asking them to take over the job he used to have of planning for the beginning of the school year. He made fewer demands and minimized rules. He said he "took a back seat," and felt the year started more smoothly than in previous years.

A number of school administrators try to use the teachers' past experience, thus preventing them from feeling uninvolved. When teachers say "we tried it ten years ago and it didn't work then and won't work now," these administrators ask the teachers why it didn't work and involve them in planning. Some teachers remain reticent and uncooperative, but others eagerly share. They work to make the intervention a success.

A number of districts have tried to deal with the lack of career centrality and on-the-job-retirement by attempting to bring the midlife adult's interests into the school. A school in Pennsylvania has a certified French teacher teaching only one French class. He fell in love with computer technology, educated himself, and now teaches computer classes. A high school in Massachusetts has a video studio as a result of bringing a teacher's interst in VCRs into the school. In both of these instances the teachers had been 8-2:30 people who couldn't wait to get home to their other activities. Bringing their interests into the school results in teachers who stay longer, have a group of excited children learning from them after school, and seem more enthused. On staff development days a school in Connecticut displays teachers' art work and has musical accompaniment by staff members during lunch. For one hour of the staff development day teachers teach their hobbies. Classes in chess, automotive repair, calligraphy and woodworking abound. Teachers receive accolades from others and feel prized for their abilities.

School districts recognize that teachers who think they might prefer another job often feel a "now or never" time constraint. A district in Massachusetts gives these people a full year off to work in industry. The teachers have a guarantee that they can return at the end of the year. They have lost some teachers -- good and bad -- but find those who return demonstrate renewed vigor and enthusiasm on the job. Another Massachusetts school system created a district-wide staff support system (Krupp 1985a). A group of thirty-five school personnel participated in self-awareness, skill building, and informational workshops. They, then, integrated that knowledge with the staff support needs of their schools, thus creating the staff support system. Those in the planning group said they grew and had a strong sense of comraderie. Five of these people left the district within one year of the formation of the program. The superintendent felt the district would ultimately

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benefit from their move into other occupations, because she said "they would have been miserable ten years later." She believes that staff development means helping each to personal growth and satisfaction.

Staff developers have capitalized on the legacy desires of personnel. They discover the legacy by observation, listening, writing obituaries, or by discussing their own legacy and then asking the other person what they want to leave. The legacy motivates the adult. One teacher said she leaves, "two children well educated and a freezer full of goodies." Those in charge of staff development asked her to bake for faculty gatherings; others asked for her recipes; she received calls at home when the recipe didn't come out well; her self-esteem rose. Six months later she accepted the coaching she had rejected earlier and openly discussed her teaching.

Staff developers have no choice about respecting the assertive female. She says what she wants over and over and over again. This investigator has watched assertive women start new programs, fight for the rights of a student, schedule a high school, develop new curricula, and beg, borrow or steal supplies. Their forcefulness and enthusiasm, especially for a woman relatively new to teaching, brings excitement into the schools. Administrators and staff developers say they wish they had more of these women. They respond to them by listening and facilitating.

The male need to nurture provides an opportunity for staff developers. One administrator in Connecticut asked a fifth grade, eight-three, male teacher if he would use his outside interest in landscaping to landscape the school. He reluctantly agreed. Two years later, after bake sales and car washes to earn funds, twenty children worked with him to plant bushes. Heaven help the child who broke one twig off "his" bushes. He now owned part of the school! Students "hung around" to discuss trees and shrubs as well as problems at home. He arrived early and stayed later. In a junior high in Michigan teachers identified the worst behavioral problems. Eight names emerged. These students chose their favorite teachers, seven of whom were men. The teachers and students met twice a week for one period. The teachers assumed the roles of special friend, buddy, parent surrogate, counselor etc. They expressed delight at having the time and opportunity to truly help a student, to nurture. Student discipline problems lessened.

Ages 47-60+

In the fifties and sixties identity often takes on a negative cast. For the first time people realize "intimations of a lesser self" (Uris and Tarrant 1983). The forties look wonderful. Friendship networks shrink as age-mates die. Concerns about one's own health surface. Obligations loom as impediments to the fulfillment of desires now that time so quickly fleets. Some feel like age-aliens. They find it difficult to make friends on the job, because colleagues consider their values and attitudes old

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fashioned. Yet, at the same time, older adults become more mellow and comfortable with their chosen priorities (Peck 1968).

Retirement concerns surface. They wonder about early retirement; express concern about having enough money; and question how they will spend their time. Those who approach retirement with the least trauma have a diverse identity and anticipate the chance to do many things they've tried, liked, but not had sufficient time to fully explore (Krupp 1985; McGill 1980; Uris and Tarrant 1983).

Vaillant and Milofsky (1980) report that adults in their fifties become keepers of the meaning. They know their values and goals and want those ideals maintained by society. Adults respond either flexibly or rigidly when people challenge those personal beliefs. After fifty or sixty years the self-concept resting on these values and goals "...has a high degree of inertia...[it is] hard to change. It preserves itself, and the individual's sanity with it, by perceiving the world in its own way and by assuming, when necessary, that the rest of the world is out of step..."(Sergiovanni and Starratt 1971:130). Adults respond rigidly more often than in younger years. By so doing they defend that which has meaning for them: their lives.

Over and over again staff developers tell this investigator that listening motivates older employees. These experienced adults want to share their past with others. When people listen to them, they feel respected and esteemed. A more positive identity emerges.

Staff developers and administrators complain about the employee who finds work an obligation interfering with his or her personal desires. A principal in a Pennsylvania district felt and acted this way. He had lost his enthusiasm, no longer fostered innovation in the school, and couldn't wait to retire to do the things he wanted. The superintendent encouraged him to move into the central office to assess which school to close. The man enjoyed the change, did a fine job, and had more free time for his personal interests. The school got a new principal.

Staff developers have tried many times over to effect change in the rigid employee. Some find nothing works. They choose to ignore those persons and accept the adage that "you can't develop those who do not want to be developed." Some staff developers and administrators bury these persons by putting them, for at least part of the day, in a job that does not directly involve children. A school in Canada uses these people in the media center or library, while in Ilinois a principal found a spot for one such person in the office. That principal takes the teacher's class one period a day. Others report that listening, utilizing their outside interests in school, and asking them to help others sometimes results in renewed enthusiasm.

Workshops on retirement planning and dealing with stress interest people at this age and have been instituted throughout the country. Teachers find them personally relevant.

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CONCLUSIONS

Invariants or themes emerge from these noematic-noetic correlates:

1. Developmental changes do occur across the lifespan and as a result adults at different ages deal with different developmental tasks and issues.

2. Staff development interventions addressing both individual developmental needs and school goals have been put into place in some school districts.

3. Planners and participants perceive staff development relating to individual developmental needs and school goals as professionally fulfilling and personally rewarding. It tends to produce higher levels of enthusiasm and productivity.

4. Recipients of the innovations feel others care about them as persons.

5. Not all staff development interventions work with all persons, even if the program relates to a developmental task for that individual.

6. The specific innovation employed in a given instance depends on the needs of the employee, the school facilities, school goals and priorities, and the comfort zone of staff developer or administrator.

7. Staff development includes such varied techniques as counseling, support, improving school climate, helping people leave teaching, giving staff decision making power and control, workshops, and daily listening and concern for others.

8. Responsibility for staff development rests with all school personnel.

9. Schools benefit when administrators and staff developers have counseling skills.

The data reveals two essences:

1. Adults face diverse developmental tasks at different ages and tend to respond with increased enthusiasm and productivity when their developmental needs are acknowledged and included in staff development.

2. Staff development is the day to day process of supporting the growth of each employee.

INTERRELATIONSHIP BETWEEN THE ESSENCES

Staff development means the daily process of helping each employee to maximum growth. Staff developers must, therefore, have knowledge about as many aspects of the individuals with whom they deal as possible, for that information allows the planning of staff development that meets individual need and fosters growth and enthusiasm. Developmental changes are but one of those areas. Even within development, no single intervention meets the needs of all staff. Diversifying staff development to include such things as counseling people out of teaching, asking about someone's children, requesting that a teacher bake for school functions, or having a teacher conduct an automotive repair workshop increases the chances of meeting the needs of a given person. Such a broad concept of staff development requires that each and every employee accept responsibility for fostering self-growth as well as helping others. We cannot give to others what we do not have ourselves, therefore, only when school districts meet the needs of personnel can employees meet the needs of students.

IMPLICATIONS FOR FURTHER RESEARCH

A need exists for further research investigating innovative staff development ideas connecting school goals to personal need in such areas as roles and relationships, personality, learning variables, physical needs, and environment. We also need more exploration of ways of integrating the past experience of employees into their present situation. It would increase our knowledge if researchers carried out an in-depth study of adults at each age-span to ascertain their needs and the specific staff development processes they find personally and professionally growth producing.

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